

FAQ- MYP: The Next Chapter

Questions	Answers
General	
What is MYP – the next chapter?	<p>The International Baccalaureate (IB) is reviewing the design of the Middle Years Programme (MYP). Since 1994, over 900 schools worldwide have adopted the MYP as a means of providing an education that recognizes the developmental needs of students aged 11 to 16. The programme provides academic rigour and challenge while also meeting the needs of students in different cultures and educational contexts.</p> <p>The proposed changes to the MYP seek to enhance these underlying strengths, enable more schools to offer the programme within national and state systems and align it more closely with the other IB programmes in order to provide a coherent educational pathway for students. The new design will create an innovative, concept-based and appropriately assessed programme for 11-16 year olds that fully reflects the IB principles of teaching and learning.</p> <p>Although a number of details are still to be decided, we now have a clear direction for the development of the curriculum framework and an assessment blueprint. This curriculum and assessment will enable more students to access an IB education. It will be further recognized by governments and universities and will carry prestige as being a leader in international education. The ground-breaking conceptual framework and innovative interdisciplinary e-assessment will attract even more schools to the programme. We anticipate accelerated growth in the number of MYP schools and an increasing impact of MYP students within their local community and world-wide. The core documentation for the programme is scheduled for piloting from January and June 2012. The IB Professional Development, Publishing, School Services, IT and Communication departments will support the launch in 2014, with first assessment in 2015.</p>
I am a candidate school, how does it affect me?	<p>In the interim period until 2014, the IB will give maximum notice of change and provide a gradual process of transition for schools. Schools will receive further information during January 2012 in regard to requirements at authorization and evaluation for the interim period. Although the proposed changes are still in development and subject to approval by the IB Board of Governors, a few clearly delineated requirements will be temporarily suspended in order to ensure that schools do not spend time and money on requirements that might not be in effect in 2014. All schools will need to meet the established requirements in 2014, although a transition period towards full implementation of the new requirements will be offered to schools at that stage as well.</p> <p>As changes in curriculum planning become clear, these will be incorporated into professional development so that schools can gradually start introducing the changes into their curriculum planning processes.</p>
I am an authorized school, how does it affect me?	<p>In the interim period until 2014, the IB will give maximum notice of change and provide a gradual process of transition for schools. Schools will receive further information during January 2012 in regard to requirements at authorization and evaluation for the interim period. Although the proposed changes are still in development and subject to approval by the IB Board of Governors, a few clearly delineated requirements will be temporarily suspended in order to ensure that schools do not spend time and money on requirements that might not be in effect in 2014. All schools will need to meet the established requirements in 2014, although a transition period towards full implementation of the new requirements will be offered to schools at that stage as well.</p>

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Do I need to do anything immediately about this?	The transition documents that will be sent to schools in January will outline a few clearly delineated requirements which will be temporarily suspended in order to ensure that schools do not spend time and money on requirements that might not be in effect in 2014. It is recommended that schools focus on the requirements that are maintained during the interim period. All schools will need to meet the established requirements in 2014, although a transition period towards full implementation of the new requirements will be offered to schools at that stage as well.
Could you tell me about the timelines of the project?	No new guides or support material will be published after 2012. The revision of the MYP will be concluded in 2014 with the publication of a new full set of guides for the subject groups and <i>MYP: From Principles into Practice</i> .
When can I expect to hear from the IB again about this?	<p>We will communicate the status and nature of proposed changes on a regular basis. Once the IB Board approves the proposed changes schools will be informed. Schools should monitor the OCC and MYP coordinator's notes for regular updates.</p> <p>At the end of January, schools will receive a transition document outlining a few clearly delineated requirements which will be temporarily suspended in order to ensure that schools do not spend time and money on requirements that might not be in effect in 2014. All schools will need to meet the established requirements in 2014, although a transition period towards full implementation of the new requirements will be offered to schools at that stage as well.</p>
How can schools be involved in the development of the changes?	Schools can be involved through piloting or contributing in meetings towards the development of different aspects of the proposed changes, from draft subject guides, to the new external assessment, to the implementation of the proposed flexibility in MYP years 4-5. Possibilities for participating in piloting subject guides and the new external assessment are and will be advertised on the OCC.
Six out of eight subject groups in MYP years 4-5	
When will the rule allowing students to study only six subject groups in years 4 and 5 of the programme go into effect?	The IB is currently investigating the option to allow students in MYP years 4-5 to choose six out of eight subject groups, with the understanding that Language B must be one of the six chosen. This flexibility is being piloted in schools in different regions to study its effects on teaching and learning. The IB Board of Governors will make a decision in regard to this change, informed by the outcomes in the pilot schools, which will be finalized in 2014.
External assessment	
What will the summative e-assessment look like?	<p>The optional concept-based summative e-assessment will be electronic and criterion-related. The exam will be disciplinary and lead to a transcript to include lists of graded subjects together with an overarching graded interdisciplinary (ID) task and an overall MYP grade. The exams will assess student understanding of subject specific related concepts and interdisciplinary key concepts, and will be developed around global issues. Examiners will write disciplinary questions from an inquiry-based approach around related concepts, culminating in an ID assessment, to bring it all together. It is a concept based curriculum with global contexts so the exam can be approached through any content.</p> <p>In this way the summative assessment will measure not only knowledge, but also problem-solving skills, critical thinking, analysis and the ability to use knowledge in</p>

	unfamiliar situations.
When will we know about the external assessment?	Schools will be invited to pilot the new e-assessment in 2013 and 2014. Requests for statements of interest will be placed in <i>MYP Coordinator's Notes</i> and on the OCC. The IB will be in a position to give much greater detail about the assessment model in the second half of 2012 after approval from the IB Board of Governors.
Why is recognition important for the MYP?	Recognition will be a useful consequence of the proposed changes, but not the driving force. If the MYP can gain governmental (state and national) recognition and accreditation, then more students will have the opportunity to benefit from an MYP education. More schools will be able to implement the MYP and opportunities for school funding will increase.
MYP certificates	
Will all students receive an MYP certificate?	The potential model is that students would take part in the summative e-assessment in order to be eligible for the MYP certificate. The MYP certificate would also include the student's final moderated grade from the personal project. There would no longer be moderation for subject groups. Students who do not opt to take the e-assessment will be eligible for a certificate of participation which would include the personal project grade.
Moderation	
What is mandatory moderation?	The proposed mandatory moderation will apply only to the MYP personal project. All schools with MYP year 5 would be asked to submit samples of the personal project and all students would receive a final grade.
What will be the costs of mandatory moderation?	Investigation is ongoing to design the assessment and moderation so that it is cost-efficient. As this investigation progresses we will keep schools informed.
What will change for moderation?	The proposal is for the moderation of the personal project to become mandatory. There would no longer be moderation for subject groups. Both will depend upon the final outcome with regard to the development of the summative e-assessment. It is likely that all personal project samples will be uploaded electronically to IB trained moderators.
Why will only the personal project be moderated?	The personal project is the culminating task in the MYP and demonstrates the skills MYP students are expected to have achieved. In order to achieve greater potential for standardization, the number of assessment criteria in the personal project will be reduced to four.
Why will the personal project moderation be mandatory?	The proposed mandatory assessment for the personal project further prepares students for the extended essay assessment. Mandatory moderation of the personal project, the culminating task in the MYP, will also increase global standardization
What happens to monitoring of assessment?	Monitoring of assessment will remain as a service and as a requirement for evaluation. For schools that currently value the feedback from moderation reports, it will be provided by this service.
Culminating task MYP years 3-4	
Will the culminating task for year 3 or year 4 be mandatory?	For schools that do not have or MYP years 4 or 5, the culminating task in the last year of the programme at the school will be mandatory.
Will there be moderation for the culminating task in year 3 or 4?	This culminating task will celebrate the learning of students up to this point, and will be an appropriate challenge between the PYP exhibition and MYP personal project. There are no plans for it to be moderated.

Online mapping tool	
When will the online mapping tool be available?	Feedback from schools on the proposed online mapping tool has indicated the need for an online mapping tool that includes all three IB programmes. The IB is currently investigating this possibility.
Will schools be required to use the online mapping tool?	<p>An IB-developed online mapping tool will not be a requirement for schools. The IB is aware that many schools have already invested in online mapping tools.</p> <p>Feedback from schools on the proposed MYP online mapping tool has indicated the need for an online mapping tool that includes all three IB programmes. The IB is currently investigating this possibility.</p>
Use of concepts	
Will the emphasis on concepts take away from the rigour of the MYP?	<p>A concept-based model...</p> <ul style="list-style-type: none"> • requires students to process factual knowledge at a deeper intellectual level as they relate the facts to concepts, and essential conceptual understandings. This <i>synergistic thinking</i> engages the intellect on two levels--factual and conceptual; • provides greater retention of factual knowledge because synergistic thinking requires deeper mental processing; • increases fluency with language as students use factual information to explain and support their deeper conceptual understanding; • allows students to transfer knowledge; • develops higher levels of critical, creative, and conceptual thinking as students analyze complex global challenges • creates greater subject group depth through the study of discipline-specific related concepts.
Professional development	
<p>How will the proposed changes be reflected in MYP professional development?</p> <p>OR</p> <p>Will it still be useful for my school to invest in MYP professional in the coming years?</p>	<p>Each January (2012-2014) global session guidelines will be reviewed to ensure that workshop leaders stay abreast of the changes that affect the delivery of the introductory in school workshop and category 1 and 2 guidelines</p> <ul style="list-style-type: none"> • 2012 shift from significant concepts to key and related concepts • 2013 shift from the AOI toward global contexts • 2014 all changes will be reflected in global architectures • Some category 3 workshops including the Areas of interaction workshop will be amended to include guidance for leaders in the shift <p>The gradual changes being included in professional development will ensure that schools can transition smoothly to the new curriculum planning processes and that any professional development undertaken by schools will be worthwhile for them.</p>